



COLORADO SPRINGS SCHOOL DISTRICT 11  
**Achievement, Learning, & Leadership**

**INSTRUCTIONAL MATERIAL**

**REQUEST FOR APPROVAL**

**FALL 2022**

# BOARD OF EDUCATION INSTRUCTIONAL MATERIALS ADOPTION REPORT

## Core/Supplemental Materials

Title Notes/Description	Author	Content Area	Min/Max
<u>Delta Math</u>	<i>Delta Math</i>  <i>Copyright 2021</i>	Mathematics	9-12
<p>This resource offers teachers a chance to create assignments, warm-ups, or review. Students and teachers are given immediate feedback of skill application and knowledge. This platform allows teachers to customize to the student and offers internal support tools if students are struggling to master content. The content allows students to access rigorous, standards-aligned questions that allows them to engage in assigned skills, real-time.</p> <p><b>Standards:</b></p> <ol style="list-style-type: none"><li>1. Number and Quantity</li><li>2. Algebra and Functions</li><li>3. Data, Statistics, and Probability</li><li>4. Geometry</li></ol>			
<u>Think Again</u>	<i>Grant, Adam</i>  <i>Copyright 2021</i>	Literacy	9-12
<p>Think Again, a non-fiction text by Adam Grant, explores how to instill a culture of curiosity and exploration both within yourself and encourage that same behavior in others.</p> <p><b>Standards:</b></p> <ol style="list-style-type: none"><li>1. Oral Expression and Listening</li><li>3. Writing and Composition</li><li>4. Research Inquiry and Design</li></ol>			
<u>Murder on the Orient Express</u>	<i>Christie, Agatha</i>  <i>Copyright 2011</i>	Literacy	9-12
<p>This classic mystery is an engaging text for students in terms of subject matter yet Christie's language provides challenge for students encountering her writing for the first time. We will use this text to acquaint students with mystery as a significant genre, especially the "locked-room" mystery in which detecting evidence is markedly highlighted. This particular novel also exemplifies the impact that history, current events, and geography have on fiction.</p> <p><b>Standards:</b></p> <ol style="list-style-type: none"><li>1. Oral Expression and Listening</li><li>2. Reading for All Purposes</li><li>3. Writing and Composition</li><li>4. Research Inquiry and Design</li></ol>			

# BOARD OF EDUCATION INSTRUCTIONAL MATERIALS ADOPTION REPORT

## Core/Supplemental Materials

Title Notes/Description	Author	Content Area	Min/Max
<u>Go! Welcome Newcomers</u>	Gray, PJ  Copyright 2019	World Language	9-12

The GO! Welcome Newcomers library introduces life in the United States to immigrant tweens. As these students learn English and adapt to living in a new country, they must also learn to fit in academically and socially. Developed around 14 key topics, this program gives recent immigrants relevant information at an accessible reading level supported by full-color photographs. Featuring diverse characters in contemporary settings, the books resonate with newcomers in upper elementary and middle school.

Each topic is covered by a pair of books, one nonfiction and one fiction. GO! Welcome Newcomers places special emphasis on building vocabulary because research indicates the importance of vocabulary acquisition for students learning English. Survival words related to each topic are highlighted in the books, with definitions provided in text boxes on the page for easy reference. These same words are featured on the full-color vocabulary cards and in the Teacher's Guide included in the box.

### **Standards:**

1. Communication
2. Cultures/Intercultural Communication
3. Connections
4. Comparisons

<u>Welcome Newcomers</u>	Gray, PJ  Copyright 2018	World Language	9-12
--------------------------	--------------------------------	-------------------	------

The Welcome Newcomers library is a unique instructional solution that introduces life in the United States to immigrant teens. As these students learn English and adapt to living in a new country, they must learn to fit in socially and academically. Developed around 14 topics that are critical to success in American schools and communities, Welcome Newcomers gives recent immigrants relevant information supported by full-color photographs of diverse teens in real-world settings.

The program includes nonfiction and fiction books, survival vocabulary cards, lesson plans, reproducible activities, and assessments. Each topic is covered by a pair of books, one nonfiction and one fiction. The 64-page nonfiction and 48-page fiction books feature easy-to-read text and engaging photographs.

Welcome Newcomers places special emphasis on building vocabulary, because research indicates the importance of vocabulary acquisition for students learning English. Survival words related to each topic are highlighted in the books, with definitions provided in text boxes on the page for easy reference. These same words are featured on the full-color vocabulary cards included in the box. Featuring diverse characters in contemporary settings, the books resonate with newcomers in secondary and adult programs

### **Standards:**

1. Communication
2. Cultures/Intercultural
3. Communication
4. Connections

# BOARD OF EDUCATION INSTRUCTIONAL MATERIALS ADOPTION REPORT

## Core/Supplemental Materials

Title Notes/Description	Author	Content Area	Min/Max
<u>SEL Teen Literacy Library</u>	Gray, PJ; Silva Shanna; Herman, Gail; Reitmann, Kathleen	World Languages	6-12

*Copyright 2020*

With the increase in digital forms of communication and the increased pressures of today's world, schools are facing new challenges in supporting students and helping them learn social and emotional skills. The SEL Teen Literacy Library is a unique solution that uses nonfiction and fiction to help teens think about and discuss topics critical to successful social interactions and emotional health. Texts are organized around 12 key SEL topics that cover both self-awareness and social awareness, and is written at multilevels of English Proficiency.

Because recognizing and dealing with emotions is such an important aspect of social and emotional learning, emphasis is placed on 60 emotion words (5 for each topic). Each emotion is represented on a traditional vocabulary card with a photo on one side and the word and definition on the other as well as on an Emoti-Card featuring an illustration of the emotion with facial cues and gestures to help students better identify that emotion when interacting with others. Together with extensive instructional support in the form of lessons, activities, role-plays, and assessments, the books and cards in this collection provide the perfect solution to incorporating SEL instruction into content area classes and with English Language Development.

### **Standards:**

1. Communication
2. Cultures/Intercultural Communication
3. Connections
4. Comparisons

### La perezosa impaciente

*Canion, Mira*

World  
Language

6-12

*Copyright 2018*

A highly-comprehensible level 1-2 Spanish novel that can be used for FVR or whole-class reading. The novel is fun and engaging, using high-frequency vocabulary that students want (and need) to learn. I have several students reading this book right now during FVR, and they really like the novel.

### **Standards:**

1. Communication
2. Cultures/Intercultural Communication
3. Connections
4. Comparisons



# BOARD OF EDUCATION INSTRUCTIONAL MATERIALS ADOPTION REPORT

## Core/Supplemental Materials

Title Notes/Description	Author	Content Area	Min/Max
<u>Ventures Basic Student's Book;</u> <u>Ventures Basic Literacy</u> <u>Workbook; Ventures Basic</u> <u>Workbook</u>	<i>Gretchen Bitterlin;</i> <i>Dennis Johnson, Donna</i> <i>Price, Syliva Ramirez,</i> <i>K. Lynn Savage (Series</i> <i>Editor)</i>  <i>Copyright 2018</i>	World Languages	Adult and Family

A standards-based ESL series for adult education. Ventures features an integrated-skills approach that teaches practical communication in an educational, workplace, family, or community setting. The flexibility of this series ensures ease of use in open-enrollment, managed-enrollment, and traditional programs. The Student's Book has lessons with culture notes, speaking, reading, and writing tips to support exercises. The Basic Literacy Workbook provides reading- and writing-readiness activities, while reinforcing the language and themes in the Student's Book. The Workbook helps reinforce lessons in the Student's Book with an answer key for self-study. Both books have QR codes to access audio for self-study, and in the Student's Book, there are QR codes to watch grammar videos.

### **Standards:**

1. Communication
2. Cultures/Intercultural Communication
3. Connections
4. Comparisons

**Cut and paste information from the submission form here:**

Content Facilitator Name/Role Conducting Review: Paul Bunge	Content Area: Mathematics	Grade Level: 6-12
--	------------------------------	----------------------

Title of instructional resource:  
Delta Math

Requested by: Jennifer Wilson, Ileana Del Valle, Tracy Vinton, Darren Kelley, Adam Jeffrey	Principal: Request via math department chairs	School/Department: Math Departments: Coronado, Doherty, Jenkins, North, Achieve Online
---	--	---

Cost per Unit: \$1 per student (\$2 is integral license was purchased) One Time Purchase: <input type="checkbox"/> Recurring Purchase: <input checked="" type="checkbox"/> *Online Student Content: <input checked="" type="checkbox"/> *Online Teacher Content: <input checked="" type="checkbox"/> *Attach the Happy Fox Review Summary with submission.	Total Cost: \$6,200 total
---	------------------------------

Plan for long term use: (e.g. replacement costs)  
50/50 model. Half has been supplied through Math Content budget. Schools provide half of the budget through their department budgets.


Did this material go through a short cycle of innovation process? <i>If yes, attach a print out of the evidence collection with this submission.</i>	YES: <input checked="" type="checkbox"/> NO: <input type="checkbox"/>
---	--

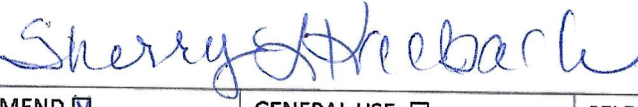
*Insert the Brief Description of Material (to be entered into the material database)*


*This resource offers teachers a chance to create assignments, warm-ups, or review. Students and teachers are given immediate feedback of skill application and knowledge. This platform allows teachers to customize to the student and offers internal support tools if students are struggling to master content. The content allows students to access rigorous, standards-aligned questions that allows them to engage in assigned skills, real-time.*

<b>Evaluation Checklist</b> <i>(please note any differences between the content facilitator and requestor answers if applicable in the explanation column.)</i>	YES	NO	N/A	EXPLAIN
Content is appropriate for intended audience	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
If applicable, addresses all perspectives of controversial issues	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Is consistent with D11 equity policy and cultural relevance expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Are there incidents, words, or themes that might necessitate an optional title?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
If the answer is yes above, do you concur with the options provided by the requestor?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Contains current information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Appropriate for intended grade level/levels:				

**SIGNATURE PAGE**

<b>Content Facilitator: Paul Bunge</b> Name: Paul Bunge Signature: 		If the Content Facilitator is expressing the recommendations of a selection committee, please insert the name of the committee and provide a copy of the membership list with this submission: -No committee was formed, this came through the request of math department chairs at both middle school and high school.	
RECOMMEND <input checked="" type="checkbox"/>	GENERAL USE: <input type="checkbox"/>	SELECTED USE <input type="checkbox"/> (add parameters below):	DO NOT RECOMMEND

<b>Area Superintendent:</b> Name: Signature:  9/24/22			
RECOMMEND <input checked="" type="checkbox"/>	GENERAL USE: <input type="checkbox"/>	SELECTED USE <input type="checkbox"/> (add parameters below):	DO NOT RECOMMEND

<b>Director of Curriculum and Instruction:</b> Name: <b>KAROL GATES</b> Signature:  10/11/2022			
RECOMMEND <input type="checkbox"/>	GENERAL USE: <input type="checkbox"/>	SELECTED USE <input type="checkbox"/> (add parameters below):	DO NOT RECOMMEND

URL link for Integral Demo Account:

<https://www.deltamath.com/>

Username: [integraltrial+d11@deltamath.com](mailto:integraltrial+d11@deltamath.com)

Password: deltamath123

**cut and paste information from the submission form here:**

Content Facilitator Name/Role Conducting Review: Mykel Knight	Content Area: Literacy	Grade Level: 9-12
Title of instructional resource: Think Again		

Requested by: Katherine Regan	Principal: Lana Flenniken	School/Department: Dohert/RWC
-------------------------------	---------------------------	-------------------------------

Cost per Unit: \$16.75 One Time Purchase: <input checked="" type="checkbox"/> Recurring Purchase: <input type="checkbox"/> *Online Student Content: <input type="checkbox"/> *Online Teacher Content: <input type="checkbox"/> *Attach the Happy Fox Review Summary with submission.	Total Cost: \$502.50
---	----------------------

Plan for long term use: (e.g. replacement costs) The school will purchase the resource to replace or expand copies as needed.

Did this material go through a short cycle of innovation process? <i>If yes, attach a print out of the evidence collection with this submission.</i>	YES: <input type="checkbox"/> NO: <input checked="" type="checkbox"/>
---	--

*Insert the Brief Description of Material (to be entered into the material database)*


Think Again, a non-fiction text by Adam Grant, explores how to instill a culture of curiosity and exploration both within yourself and encourage that same behavior in others. Addressing and acknowledging all perspectives can lead people to rethinking their original ideas and often find more common ground with people whom they initially disagreed with. In order to truly research a topic, a student must understand all perspectives of it.

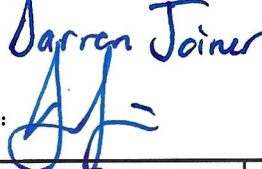
Evaluation Checklist <i>(please note any differences between the content facilitator and requestor answers if applicable in the explanation column.)</i>	YES	NO	N/A	EXPLAIN
Content is appropriate for intended audience	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
If applicable, addresses all perspectives of controversial issues	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	No controversial issue
Is consistent with D11 equity policy and cultural relevance expectations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Are there incidents, words, or themes that might necessitate an optional title?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
If the answer is yes above, do you concur with the options provided by the requestor?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Contains current information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Appropriate for intended grade level/levels:				
Readability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	




Content	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Developmental Stage/s	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Is the well aligned, moderately aligned or not aligned to Colorado Academic Standards or the D11 Blueprints?	Well-Aligned <input checked="" type="checkbox"/>	Moderately Aligned <input type="checkbox"/>	Not Aligned: <input type="checkbox"/>	
Does the material foster deeper understanding of disciplinary literacy in the subject areas?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the material offer a balance of content, concepts and skills for students to engage with in their learning?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the material offer a variety if ways students can demonstrate their learning?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the material use a wide variety of diverse, culturally relevant/responsive content?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the material offer a wide range of depth of knowledge and rigor to meet the needs to differentiate instruction for all learners?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the material offer supports for ongoing formative assessments offering teachers and students opportunities to give/receive immediate feedback for learning?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Have you verified the principal/site leader approves of this request?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you recommend this material for use?	Yes: <input checked="" type="checkbox"/>	No: <input type="checkbox"/>		
If yes, do you recommend it for general use or selected use?	General: <input checked="" type="checkbox"/>	Selected: <input type="checkbox"/>		

**SIGNATURE PAGE**

<b>Content Facilitator:</b> Name: <b>Mykel Knight</b> Signature: 		If the Content Facilitator is expressing the recommendations of a selection committee, please insert the name of the committee and provide a copy of the membership list with this submission:	
RECOMMEND <input checked="" type="checkbox"/>	GENERAL USE: <input checked="" type="checkbox"/>	SELECTED USE <input type="checkbox"/> (add parameters below):	DO NOT RECOMMEND

<b>Area Superintendent:</b> Name: <b>Darren Joiner</b> Signature: 			
RECOMMEND <input checked="" type="checkbox"/>	GENERAL USE: <input checked="" type="checkbox"/>	SELECTED USE <input type="checkbox"/> (add parameters below):	DO NOT RECOMMEND

<b>Director of Curriculum and Instruction:</b> Name: <b>KAROL GATES</b> Signature:  <b>10/6/22</b>			
RECOMMEND <input checked="" type="checkbox"/>	GENERAL USE: <input checked="" type="checkbox"/>	SELECTED USE <input type="checkbox"/> (add parameters below):	DO NOT RECOMMEND

**Cut and paste information from the submission form here:**

Content Facilitator Name/Role Conducting Review: Mykel Knight	Content Area: Literacy	Grade Level: 9-12
Title of instructional resource: Murder on the Orient Express		

Requested by: Laura Stuckey	Principal: Darin Smith	School/Department: Coronado/RWC
-----------------------------	------------------------	---------------------------------

Cost per Unit: \$14.14	Total Cost: \$424.20
One Time Purchase: <input checked="" type="checkbox"/> Recurring Purchase: <input type="checkbox"/>	
*Online Student Content: <input type="checkbox"/> *Online Teacher Content: <input type="checkbox"/>	
*Attach the Happy Fox Review Summary with submission.	

Plan for long term use: (e.g. replacement costs) The school will purchase the resource to replace or expand copies as needed.
---

Did this material go through a short cycle of innovation process? <i>If yes, attach a print out of the evidence collection with this submission.</i>	YES: <input type="checkbox"/> NO: <input checked="" type="checkbox"/>
---	--

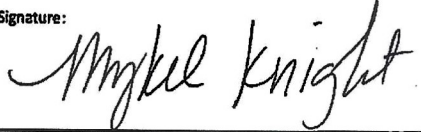
<p><i>Insert the Brief Description of Material (to be entered into the material database)</i></p> <p>This classic mystery is an engaging text for students in terms of subject matter, yet Christie's language provides challenge for students encountering her writing for the first time. We will use this text to acquaint students with mystery as a significant genre, especially the "locked-room" mystery in which detecting evidence is markedly highlighted. This novel also exemplifies the impact that history, current events, and geography have on fiction.</p>
---



Evaluation Checklist <i>(please note any differences between the content facilitator and requestor answers if applicable in the explanation column.)</i>	YES	NO	N/A	EXPLAIN
Content is appropriate for intended audience	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
If applicable, addresses all perspectives of controversial issues	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	No Controversial Issue
Is consistent with D11 equity policy and cultural relevance expectations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Are there incidents, words, or themes that might necessitate an optional title?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
If the answer is yes above, do you concur with the options provided by the requestor?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Contains current information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Appropriate for intended grade level/levels:				
Readability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Content	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Developmental Stage/s	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	




Is the well aligned, moderately aligned or not aligned to Colorado Academic Standards or the D11 Blueprints?	Well- Aligned <input checked="" type="checkbox"/>	Moderately Aligned <input type="checkbox"/>	Not Aligned: <input type="checkbox"/>	
Does the material foster deeper understanding of disciplinary literacy in the subject areas?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the material offer a balance of content, concepts and skills for students to engage with in their learning?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the material offer a variety if ways students can demonstrate their learning?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the material use a wide variety of diverse, culturally relevant/responsive content?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the material offer a wide range of depth of knowledge and rigor to meet the needs to differentiate instruction for all learners?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the material offer supports for ongoing formative assessments offering teachers and students opportunities to give/receive immediate feedback for learning?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Have you verified the principal/site leader approves of this request?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you recommend this material for use?	Yes: <input checked="" type="checkbox"/>	No: <input type="checkbox"/>		
If yes, do you recommend it for general use or selected use?	General: <input checked="" type="checkbox"/>	Selected: <input type="checkbox"/>		

**SIGNATURE PAGE**

<b>Content Facilitator:</b> Name: Mykel Knight Signature: 		If the Content Facilitator is expressing the recommendations of a selection committee, please insert the name of the committee and provide a copy of the membership list with this submission:	
RECOMMEND <input checked="" type="checkbox"/>	GENERAL USE: <input checked="" type="checkbox"/>	SELECTED USE <input type="checkbox"/> (add parameters below):	DO NOT RECOMMEND

<b>Area Superintendent:</b> Name:  Signature: 			
RECOMMEND <input checked="" type="checkbox"/>	GENERAL USE: <input type="checkbox"/>	SELECTED USE <input type="checkbox"/> (add parameters below):	DO NOT RECOMMEND

<b>Director of Curriculum and Instruction:</b> Name: KANOL GATES Signature: 			
RECOMMEND <input checked="" type="checkbox"/>	GENERAL USE: <input type="checkbox"/>	SELECTED USE <input type="checkbox"/> (add parameters below):	DO NOT RECOMMEND

**Cut and paste information from the submission form here:**

Content Facilitator Name/Role Conducting Review Claudette Murtha	Content Area: CLDE (Culturally & Linguistically Diverse Education)	Grade Level: 9th-12 <sup>th</sup> grades
Title of instructional resource: Go! Welcome Newcomers		

Requested by: Nicole Girardin	Principal: N/A	School/Department: English Language Development
-------------------------------	----------------	---

Cost per Unit: \$927.95	Total Cost: \$13,919.25
One Time Purchase: <input checked="" type="checkbox"/> Recurring Purchase: <input type="checkbox"/>	
*Online Student Content: <input type="checkbox"/> *Online Teacher Content: <input type="checkbox"/>	
<i>*Attach the Happy Fox Review Summary with submission.</i>	

Plan for long term use: (e.g. replacement costs) The school will purchase the resource to replace or expand copies as needed.

Did this material go through a short cycle of innovation process? <i>If yes, attach a print out of the evidence collection with this submission.</i>	YES: <input type="checkbox"/> NO: <input checked="" type="checkbox"/>
---	--

*Insert the Brief Description of Material (to be entered into the material database)*

The Welcome Newcomers library is a unique instructional solution that introduces life in the United States to immigrant teens. As these students learn English and adapt to living in a new country, they must learn to fit in socially and academically. Developed around 14 topics that are critical to success in American schools and communities, Welcome Newcomers gives recent immigrants relevant information supported by full-color photographs of diverse teens in real-world settings.

The program includes nonfiction and fiction books, survival vocabulary cards, lesson plans, reproducible activities, and assessments. Each topic is covered by a pair of books, one nonfiction and one fiction. The 64-page nonfiction and 48-page fiction books feature easy-to-read text and engaging photographs.

Welcome Newcomers places special emphasis on building vocabulary, because research indicates the importance of vocabulary acquisition for students learning English. Survival words related to each topic are highlighted in the books, with definitions provided in text boxes on the page for easy reference. These same words are featured on the full-color vocabulary cards included in the box. Featuring diverse characters in contemporary settings, the books resonate with newcomers in secondary and adult programs.


Evaluation Checklist <i>(please note any differences between the content facilitator and requestor answers if applicable in the explanation column.)</i>	YES	NO	N/A	EXPLAIN
Content is appropriate for intended audience	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	This curriculum uses content






				at a newcomer level. As compared with Lexia English and National Geographic, Saddleback is the only company that combines newcomer-level English access with relevant civics-based content.
If applicable, addresses all perspectives of controversial issues	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Is consistent with D11 equity policy and cultural relevance expectations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Equity and diversity are at the forefront of Go Welcome Newcomers which is evident in the topics of their text, such as sports, nutrition, immigration and integration, social acclimation, and cultural awareness.
Are there incidents, words, or themes that might necessitate an optional title?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Teacher guides include scaffolding options, vocabulary cards, and glossaries
If the answer is yes above, do you concur with the options provided by the requestor?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Contains current information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Texts are relevant to student needs regarding American culture, health resources, school expectations and basics, as well as career preparation and typical adult tasks, such as finding a home and money basics.
Appropriate for intended grade level/levels:				
Readability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Content	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Developmental Stage/s	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Is the well aligned, moderately aligned or not aligned to Colorado Academic Standards or the D11 Blueprints?	Well-Aligned <input checked="" type="checkbox"/>	Moderately Aligned <input type="checkbox"/>	Not Aligned: <input type="checkbox"/>	
Does the material foster deeper understanding of disciplinary literacy in the subject areas?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the material offer a balance of content, concepts and skills for students to engage with in their learning?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the material offer a variety if ways students can demonstrate their learning?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Does the material use a wide variety of diverse, culturally relevant/responsive content?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the material offer a wide range of depth of knowledge and rigor to meet the needs to differentiate instruction for all learners?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the material offer supports for ongoing formative assessments offering teachers and students opportunities to give/receive immediate feedback for learning?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Have you verified the principal/site leader approves of this request?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you recommend this material for use?	Yes: <input checked="" type="checkbox"/>	No: <input type="checkbox"/>		
If yes, do you recommend it for general use or selected use?	General: <input checked="" type="checkbox"/>	Selected: <input type="checkbox"/>		

**SIGNATURE PAGE**

<b>Content Facilitator:</b> Name: Claudette Murtha Signature: 		If the Content Facilitator is expressing the recommendations of a selection committee, please insert the name of the committee and provide a copy of the membership list with this submission:	
RECOMMEND <input checked="" type="checkbox"/>	GENERAL USE: <input checked="" type="checkbox"/>	SELECTED USE <input type="checkbox"/> (add parameters below):	DO NOT RECOMMEND

<b>Area Superintendent:</b> Name: Signature:  9/26/22			
RECOMMEND <input checked="" type="checkbox"/>	GENERAL USE: <input type="checkbox"/>	SELECTED USE <input type="checkbox"/> (add parameters below):	DO NOT RECOMMEND

<b>Director of Curriculum and Instruction:</b> Name:  Signature: 			
RECOMMEND <input checked="" type="checkbox"/>	GENERAL USE: <input checked="" type="checkbox"/>	SELECTED USE <input type="checkbox"/> (add parameters below):	DO NOT RECOMMEND



**Cut and paste information from the submission form here:**

Content Facilitator Name/Role Conducting Review Claudette Murtha	Content Area: CLDE (Culturally & Linguistically Diverse Education)	Grade Level: 9th-12 <sup>th</sup> grades
Title of instructional resource: Welcome Newcomers		

Requested by: Nicole Girardin	Principal: N/A	School/Department: English Language Development
-------------------------------	----------------	---

Cost per Unit: \$927.95 One Time Purchase: <input checked="" type="checkbox"/> Recurring Purchase: <input type="checkbox"/> *Online Student Content: <input type="checkbox"/> *Online Teacher Content: <input type="checkbox"/> <i>*Attach the Happy Fox Review Summary with submission.</i>	Total Cost: \$13,919.25
---	-------------------------

Plan for long term use: (e.g. replacement costs) The school will purchase the resource to replace or expand copies as needed.
---

Did this material go through a short cycle of innovation process? <i>If yes, attach a print out of the evidence collection with this submission.</i>	YES: <input type="checkbox"/> NO: <input checked="" type="checkbox"/>
---	--

*Insert the Brief Description of Material (to be entered into the material database)*

The Welcome Newcomers library is a unique instructional solution that introduces life in the United States to immigrant teens. As these students learn English and adapt to living in a new country, they must learn to fit in socially and academically. Developed around 14 topics that are critical to success in American schools and communities, Welcome Newcomers gives recent immigrants relevant information supported by full-color photographs of diverse teens in real-world settings.

The program includes nonfiction and fiction books, survival vocabulary cards, lesson plans, reproducible activities, and assessments. Each topic is covered by a pair of books, one nonfiction and one fiction. The 64-page nonfiction and 48-page fiction books feature easy-to-read text and engaging photographs.

Welcome Newcomers places special emphasis on building vocabulary, because research indicates the importance of vocabulary acquisition for students learning English. Survival words related to each topic are highlighted in the books, with definitions provided in text boxes on the page for easy reference. These same words are featured on the full-color vocabulary cards included in the box. Featuring diverse characters in contemporary settings, the books resonate with newcomers in secondary and adult programs.

Evaluation Checklist <i>(please note any differences between the content facilitator and requestor answers if applicable in the explanation column.)</i>	YES	NO	N/A	EXPLAIN
Content is appropriate for intended audience	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	This curriculum uses content

				at a newcomer level. As compared with Lexia English and National Geographic, Saddleback is the only company that combines newcomer-level English access with relevant civics-based content.
If applicable, addresses all perspectives of controversial issues	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Is consistent with D11 equity policy and cultural relevance expectations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Welcome Newcomers fosters, supports, and promotes racial and ethnic diversity through the content texts.
Are there incidents, words, or themes that might necessitate an optional title?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Teacher guides include scaffolding options, vocabulary cards, and glossaries
If the answer is yes above, do you concur with the options provided by the requestor?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Contains current information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Texts are relevant to student needs regarding American culture, health resources, school expectations and basics, as well as career preparation and typical adult tasks, such as finding a home and money basics.
Appropriate for intended grade level/levels:				
Readability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Content	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Developmental Stage/s	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Is the well aligned, moderately aligned or not aligned to Colorado Academic Standards or the D11 Blueprints?	Well-Aligned <input checked="" type="checkbox"/>	Moderately Aligned <input type="checkbox"/>	Not Aligned: <input type="checkbox"/>	
Does the material foster deeper understanding of disciplinary literacy in the subject areas?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the material offer a balance of content, concepts and skills for students to engage with in their learning?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the material offer a variety if ways students can demonstrate their learning?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the material use a wide variety of diverse, culturally relevant/responsive content?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the material offer a wide range of depth of knowledge and rigor to meet the needs to differentiate instruction for all learners?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the material offer supports for ongoing formative	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



assessments offering teachers and students opportunities to give/receive immediate feedback for learning?				
Have you verified the principal/site leader approves of this request?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you recommend this material for use?	Yes: <input checked="" type="checkbox"/>	No: <input type="checkbox"/>		
If yes, do you recommend it for general use or selected use?	General: <input checked="" type="checkbox"/>	Selected: <input type="checkbox"/>		

**Cut and paste information from the submission form here:**

Content Facilitator Name/Role Conducting Review Claudette Murtha	Content Area: CLDE (Culturally & Linguistically Diverse Education)	Grade Level: 6th-12 <sup>th</sup> grades
---	---	--

Title of instructional resource:  
SEL Teen Literacy Library

Requested by: Nicole Girardin

Principal: N/A

School/Department: English Language Development

Cost per Unit: \$987.95

One Time Purchase: ☒

Recurring Purchase: ☐

Total Cost: \$14,819.25

\*Online Student Content: ☐

\*Online Teacher Content: ☐

\*Attach the Happy Fox Review Summary with submission.

Plan for long term use: (e.g. replacement costs) The school will purchase the resource to replace or expand copies as needed.

Did this material go through a short cycle of innovation process?

If yes, attach a print out of the evidence collection with this submission.

YES: ☐

NO: ☒

*Insert the Brief Description of Material (to be entered into the material database)*

With the increase in digital forms of communication and the increased pressures of today's world, schools are facing new challenges in supporting students and helping them learn social and emotional skills. The SEL Teen Literacy Library is a unique solution that uses nonfiction and fiction to help teens think about and discuss topics critical to successful social interactions and emotional health. Texts are organized around 12 key SEL topics that cover both self-awareness and social awareness, and is written at multilevels of English Proficiency.

Because recognizing and dealing with emotions is such an important aspect of social and emotional learning, emphasis is placed on 60 emotion words (5 for each topic). Each emotion is represented on a traditional vocabulary card with a photo on one side and the word and definition on the other as well as on an Emoti-Card featuring an illustration of the emotion with facial cues and gestures to help students better identify that emotion when interacting with others. Together with extensive instructional support in the form of lessons, activities, role-plays, and assessments, the books and cards in this collection provide the perfect solution to incorporating SEL instruction into content area classes and with English Language Development.

**Evaluation Checklist**

(please note any differences between the content facilitator and requestor answers if applicable in the explanation column.)

	YES	NO	N/A	EXPLAIN
Content is appropriate for intended audience	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Research suggests that in addition to the struggles of adolescence, teens

				experience stress levels equal to that of adults. SEL Teen Literacy Library helps students navigate daily academic and social life, especially those that are coming from dual language backgrounds and who are integrating into a new language, culture, and school system.
If applicable, addresses all perspectives of controversial issues	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Social and emotional vocabulary and communication is essential in secondary education and during the teen years. The literature and text provided offer various perspectives that allow students to discuss and employ vocabulary to express themselves both orally and in written form.
Is consistent with D11 equity policy and cultural relevance expectations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SEL Teen Library provides a foundation of vocabulary and content that provides English Language Learners access to opportunities to communicate needs, and reach out for clarification confidently.
Are there incidents, words, or themes that might necessitate an optional title?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SEL Teen Literacy Library includes text, glossaries, vocabulary cards, and picture reference cards.
If the answer is yes above, do you concur with the options provided by the requestor?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Contains current information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Social and emotional content is current and very relevant for secondary teen students. The text provides understanding and opposing perspectives that create a safe space for discussion and language development.
Appropriate for intended grade level/levels:				
Readability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Content	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Developmental Stage/s	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Is the well aligned, moderately aligned or not aligned to Colorado Academic Standards or the D11 Blueprints?	Well- Aligned <input checked="" type="checkbox"/>	Moderately Aligned <input type="checkbox"/>	Not Aligned: <input type="checkbox"/>	
Does the material foster deeper understanding of disciplinary literacy in the subject areas?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the material offer a balance of content, concepts and skills for students to engage with in their learning?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the material offer a variety if ways students can demonstrate their learning?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the material use a wide variety of diverse, culturally relevant/responsive content?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the material offer a wide range of depth of knowledge and rigor to meet the needs to differentiate instruction for all learners?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the material offer supports for ongoing formative assessments offering teachers and students opportunities to give/receive immediate feedback for learning?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Have you verified the principal/site leader approves of this request?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you recommend this material for use?	Yes: <input checked="" type="checkbox"/>	No: <input type="checkbox"/>		
If yes, do you recommend it for general use or selected use?	General: <input checked="" type="checkbox"/>	Selected: <input type="checkbox"/>		

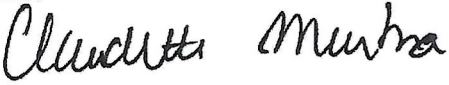
**SIGNATURE PAGE**


<b>Content Facilitator:</b> Name: Claudette Murtha Signature: <i>Claudette Murtha</i>		If the Content Facilitator is expressing the recommendations of a selection committee, please insert the name of the committee and provide a copy of the membership list with this submission:	
RECOMMEND <input checked="" type="checkbox"/>	GENERAL USE: <input type="checkbox"/>	SELECTED USE <input checked="" type="checkbox"/> (add parameters below): Newcomer students	DO NOT RECOMMEND


<b>Area Superintendent:</b> Name: Signature: <i>Sherrey Halbach 9/24/22</i>			
RECOMMEND <input checked="" type="checkbox"/>	GENERAL USE: <input type="checkbox"/>	SELECTED USE <input type="checkbox"/> (add parameters below):	DO NOT RECOMMEND

<b>Director of Curriculum and Instruction:</b> Name: <i>KAROL GATES</i> Signature: <i>Karol Gates</i>			
		<i>10/11/2022</i>	
RECOMMEND <input type="checkbox"/>	GENERAL USE: <input type="checkbox"/>	SELECTED USE <input type="checkbox"/> (add parameters below):	DO NOT RECOMMEND

# SIGNATURE PAGE

<b>Content Facilitator:</b> Name: Claudette Murtha Signature: 		If the Content Facilitator is expressing the recommendations of a selection committee, please insert the name of the committee and provide a copy of the membership list with this submission:	
RECOMMEND <input checked="" type="checkbox"/>	GENERAL USE: <input type="checkbox"/>	SELECTED USE <input checked="" type="checkbox"/> (add parameters below): Newcomer students	DO NOT RECOMMEND

<b>Area Superintendent:</b> Name: Signature:  9/26/22			
RECOMMEND <input checked="" type="checkbox"/>	GENERAL USE: <input type="checkbox"/>	SELECTED USE <input type="checkbox"/> (add parameters below):	DO NOT RECOMMEND

<b>Director of Curriculum and Instruction:</b> Name: KAROL GATES Signature:  10/11/2022			
RECOMMEND <input checked="" type="checkbox"/>	GENERAL USE: <input checked="" type="checkbox"/>	SELECTED USE <input type="checkbox"/> (add parameters below):	DO NOT RECOMMEND

**Cut and paste information from the submission form here:**

Content Facilitator Name/Role Conducting Review Claudette Murtha	Content Area: World Language	Grade Level: 6 <sup>th</sup> -12 <sup>th</sup> grades
Title of instructional resource: La perezosa impaciente		

Requested by: Amy O'Connor	Principal: Lara Disney	School/Department: Palmer High School
----------------------------	------------------------	---------------------------------------

Cost per Unit: \$8.00 if bought in packs of 5 One Time Purchase: <input checked="" type="checkbox"/> Recurring Purchase: <input type="checkbox"/> *Online Student Content: <input type="checkbox"/> *Online Teacher Content: <input type="checkbox"/> <i>*Attach the Happy Fox Review Summary with submission.</i>	Total Cost: \$480.00
---	----------------------

Plan for long term use: (e.g. replacement costs) The school will purchase the resource to replace or expand copies as needed.
---

Did this material go through a short cycle of innovation process? <i>If yes, attach a print out of the evidence collection with this submission.</i>	YES: <input type="checkbox"/> NO: <input checked="" type="checkbox"/>
---	--

<p><i>Insert the Brief Description of Material (to be entered into the material database)</i></p> <p>A highly comprehensible level 1-2 Spanish novel that can be used for FVR or whole class reading. The novel is fun and engaging, using high-frequency vocabulary that students want (and need) to learn. I have several students reading this book right now during FVR (free voluntary reading), and they really like the novel.</p>
---

Evaluation Checklist (please note any differences between the content facilitator and requestor answers if applicable in the explanation column.)	YES	NO	N/A	EXPLAIN
Content is appropriate for intended audience	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I have compared it to over 15 level 1 novels and have found it to be highly comprehensible and compelling.
If applicable, addresses all perspectives of controversial issues	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Is consistent with D11 equity policy and cultural relevance expectations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The sloth in the story lives in Colombia and the novel addresses several cultural issues, including trafficking of exotic animals.
Are there incidents, words, or themes that might necessitate an optional title?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	optional resource.



If the answer is yes above, do you concur with the options provided by the requestor?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Contains current information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The book was written in 2018 (current) and the author researches her novels extensively.
Appropriate for intended grade level/levels:				
Readability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Content	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Developmental Stage/s	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Is the well aligned, moderately aligned or not aligned to Colorado Academic Standards or the D11 Blueprints?	Well-Aligned <input checked="" type="checkbox"/>	Moderately Aligned <input type="checkbox"/>	Not Aligned: <input type="checkbox"/>	
Does the material foster deeper understanding of disciplinary literacy in the subject areas?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the material offer a balance of content, concepts and skills for students to engage with in their learning?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the material offer a variety if ways students can demonstrate their learning?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the material use a wide variety of diverse, culturally relevant/responsive content?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the material offer a wide range of depth of knowledge and rigor to meet the needs to differentiate instruction for all learners?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the material offer supports for ongoing formative assessments offering teachers and students opportunities to give/receive immediate feedback for learning?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Have you verified the principal/site leader approves of this request?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you recommend this material for use?	Yes: <input checked="" type="checkbox"/>		No: <input type="checkbox"/>	
If yes, do you recommend it for general use or selected use?	General: <input checked="" type="checkbox"/>		Selected: <input type="checkbox"/>	



# SIGNATURE PAGE

<b>Content Facilitator:</b> Name: Claudette Murtha Signature: <i>Claudette Murtha</i>		If the Content Facilitator is expressing the recommendations of a selection committee, please insert the name of the committee and provide a copy of the membership list with this submission:	
RECOMMEND <input checked="" type="checkbox"/>	GENERAL USE: <input checked="" type="checkbox"/>	SELECTED USE <input type="checkbox"/> (add parameters below):	DO NOT RECOMMEND

<b>Area Superintendent:</b> Name: <i>Bryan U. Relich</i> Signature: <i>Bryan U. Relich</i>			
RECOMMEND <input checked="" type="checkbox"/>	GENERAL USE: <input checked="" type="checkbox"/>	SELECTED USE <input type="checkbox"/> (add parameters below):	DO NOT RECOMMEND

<b>Director of Curriculum and Instruction:</b> Name: <i>KAROL GATES</i> Signature: <i>Karol Gates</i>			
10/11/2022			
RECOMMEND <input checked="" type="checkbox"/>	GENERAL USE: <input checked="" type="checkbox"/>	SELECTED USE <input type="checkbox"/> (add parameters below):	DO NOT RECOMMEND

**Cut and paste information from the submission form here:**

Content Facilitator Name/Role Conducting Review: Claudette Murtha	Content Area: Adult and Family Ed - ESL	Grade Level: 9-12
Title of instructional resource: Ventures Basic Student's Book; Ventures Basic Literacy Workbook; Ventures Basic Workbook		

Requested by: Johanna Wolfe	Principal: Melissa Burkhardt-Shields	School/Department: Adult & Family Ed. ESL
-----------------------------	--------------------------------------	---

Cost per Unit: \$14.14	Total Cost: \$424.20
One Time Purchase: <input checked="" type="checkbox"/> Recurring Purchase: <input type="checkbox"/>	
*Online Student Content: <input type="checkbox"/> *Online Teacher Content: <input type="checkbox"/>	
*Attach the Happy Fox Review Summary with submission.	

Plan for long term use: (e.g. replacement costs) The school will purchase the resource to replace or expand copies as needed.	
Did this material go through a short cycle of innovation process? <i>If yes, attach a print out of the evidence collection with this submission.</i>	YES: <input type="checkbox"/> NO: <input checked="" type="checkbox"/>

*Insert the Brief Description of Material (to be entered into the material database)*

A standards-based ESL series for adult education. Ventures features an integrated-skills approach that teaches practical communication in an educational, workplace, family, or community setting. The flexibility of this series ensures ease of use in open-enrollment, managed-enrollment, and traditional programs. The Student's Book has lessons with culture notes, speaking, reading, and writing tips to support exercises. The Basic Literacy Workbook provides reading- and writing-readiness activities, while reinforcing the language and themes in the Student's Book. The Workbook helps reinforce lessons in the Student's Book with an answer key for self-study. Both books have QR codes to access audio for self-study, and in the Student's Book, there are QR codes to watch grammar videos.

Evaluation Checklist <i>(please note any differences between the content facilitator and requestor answers if applicable in the explanation column.)</i>	YES	NO	N/A	EXPLAIN
Content is appropriate for intended audience	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	It is aligned with the NRS Standards, CCRS Standards, and ELPS. It is designed for adult learners. Images are of adults and are up to date and relevant to the adult learner.

If applicable, addresses all perspectives of controversial issues	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	I see no controversial topics
Is consistent with D11 equity policy and cultural relevance expectations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Images and examples given use people of various ethnicities, ages, and backgrounds.
Are there incidents, words, or themes that might necessitate an optional title?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	This is a very basic curriculum covering themes such as: shopping, family, community, time, daily living. I don't see any incidents, words, or themes that might necessitate offering an optional resource.
If the answer is yes above, do you concur with the options provided by the requestor?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Contains current information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	While the curriculum was published in 2018, it is much more up to date than some of our other resources. It shows and teaches vocabulary for cell phones, computers. The help wanted ads look like they are from digital resources rather than from classified newspaper ads as our previous curriculum has.
Appropriate for intended grade level/levels:				
Readability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Content	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Developmental Stage/s	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Is the well aligned, moderately aligned or not aligned to Colorado Academic Standards or the D11 Blueprints?	Well-Aligned <input checked="" type="checkbox"/>	Moderately Aligned <input type="checkbox"/>	Not Aligned: <input type="checkbox"/>	
Does the material foster deeper understanding of disciplinary literacy in the subject areas?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the material offer a balance of content, concepts and skills for students to engage with in their learning?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the material offer a variety if ways students can demonstrate their learning?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the material use a wide variety of diverse, culturally relevant/responsive content?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the material offer a wide range of depth of knowledge and rigor to meet the needs to differentiate instruction for all learners?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the material offer supports for ongoing formative assessments offering teachers and students opportunities to	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

give/receive immediate feedback for learning?				
Have you verified the principal/site leader approves of this request?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you recommend this material for use?	Yes: <input checked="" type="checkbox"/>	No: <input type="checkbox"/>		
If yes, do you recommend it for general use or selected use?	General: <input checked="" type="checkbox"/>	Selected: <input type="checkbox"/>		



# SIGNATURE PAGE

<b>Content Facilitator:</b> Name: <b>Claudette Murtha</b> Signature: <i>Claudette Murtha</i>		If the Content Facilitator is expressing the recommendations of a selection committee, please insert the name of the committee and provide a copy of the membership list with this submission:	
RECOMMEND <input checked="" type="checkbox"/>	GENERAL USE: <input checked="" type="checkbox"/>	SELECTED USE <input type="checkbox"/> (add parameters below):	DO NOT RECOMMEND

<b>Area Superintendent:</b> Name: <i>Scott Mendelsberg</i> Signature: <i>Scott Mendelsberg</i>			
RECOMMEND <input checked="" type="checkbox"/>	GENERAL USE: <input type="checkbox"/>	SELECTED USE <input checked="" type="checkbox"/> (add parameters below):	DO NOT RECOMMEND

<b>Director of Curriculum and Instruction:</b> Name: <b>KAROL GATES</b> Signature: <i>K Gates</i>			
RECOMMEND <input checked="" type="checkbox"/>	GENERAL USE: <input type="checkbox"/>	SELECTED USE <input checked="" type="checkbox"/> (add parameters below): <i>Languages</i>	DO NOT RECOMMEND